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for excess of alkali. Detection of iron in bluing. Analysis of washing compounds, and silver polishes.

HISTORY AND LITERATURE.

EMILY J. RICE AND GUDRUN THORNE-THOMSEN.

SYLLABUS OF A COURSE OF LESSONS IN HISTORY AND LITERATURE FOR THE ELEMENTARY SCHOOLS. (FOR TEACHERS OF THE FIRST THREE GRADES.)

GUDRUN THORNE-THOMSEN.

THE school should give the best conditions for acquiring social experience, and should be so organized as to give the child opportunities to use this experience for the good of the community.

The work engaged in should have social meaning and social value. By social work is meant all the activities that make social life possible.

The study of life as it pulsates outside school presents two aspects: the scientific or industrial, and the social.

The scientific deals with the means and ways by which activities are carried on—that is, their tools and methods; the social deals with the individuals who are engaged in these activities.

We have in the city of Chicago unparalleled opportunities to bring the child into contact with life. Almost every industrial activity and every phase of social life is here represented. Chicago shows us on a stupendous scale a laboratory where industrial and social problems are being worked out before our very eyes. Applied science meets the child at every step; the geography of the whole earth is reflected in the resources which unceasingly flow in; the history of the race finds here an expression in the social life of two million people.

The children should enter into a sympathetic relationship with the countless workers who in different ways add to the sum-total of our civilization, thereby realizing the cost at which our daily lives are carried on.

The school proper should mirror this outside social and industrial life in a simplified form, adapted to the needs of the school community. In the study of outside life and activities the child finds the inspiration and purpose that will lift his own work to a higher level and enable him to determine his own place in the community.

The detailed outline below suggests activities suited to children of the three primary grades, and also some aspects of the social life surrounding the children, which need to be studied in order to give meaning and depth to the school work.

The study of social life and the work at school will suggest stories of the lives of people in other countries under similar or different conditions.

The purely historic aspect of our society, that is, a consideration of the growth of our social occupations and institutions, does not appeal to the child at this early age; he is not conscious of such growth, and would not appreciate a study of it. The child is intensely interested in primitive man and primitive ways of living, not because they mark the beginnings of our civilization, but because they correspond to his own stage of development and reflect his own limited ability and crude ideas.

The child's interest in fairy-stories and myths is of a similar kind; they express in his own language his ideas and views of life, and open to him a world where he is perfectly at home—as much so as in the actual world around him.

It is hardly possible to make any discrimination between the two subjects—literature and history—in these grades; they both emphasize the human aspect of the child's environment; both deal with the lives of his fellow-men.

The work naturally falls under four heads:

- I. Social activities and work in the school.
- II. Study of human life and social activities of environment.
- III. Stories: (1) Of industry, occupations, and inventions. (2) Of primitive peoples. (3) Of children of today. (4) Of children in other lands and of long ago.
- IV. Fairy-stories and myths.

The different types of stories under Topic III have for convenience sake been classified under one head; they will,

however, not be considered as a separate topic, but will be related to Topics I and II, of which they form an organic part.

The work of the outline is not classified as to grades. It becomes a matter for the individual teacher to select from the work suggested according to the needs of her children. The social environment by and for which the child is educated varies, so as to necessitate different phases of work in different localities. Nor would such a classification be desirable, as the child at different stages of growth is surrounded by the same social conditions, and, broadly speaking, engages in the same activities and pursues the same line of investigation, although with ever-increasing ability and understanding.

It is very difficult to make a division of the work according to subjects—history, science, etc.—these being simply different aspects of the same social environment, and all needed to carry on social activities in the school. Consequently the work as outlined will be seen constantly to branch into subjects other than history and literature.

TOPICS FOR DISCUSSION.

Community life as a basis for a course of study.

What community life in school should be; its aim and organization.

Relation of good habits and moral qualities to social work.

Relation of the school to the larger community.

Selection of subject-matter according to needs of social work.

Differentiation and specialization of work in the school; group work.

Relation of social work and activities to: (1) recitation; (2) modes of expression; (3) reading and writing; (4) physical training.

Child study. Recent investigations with reference to social work and activities of the child. Some fundamental propositions.

DETAILS OF OUTLINE.

1. Making of a playhouse. Arrangement of rooms; use of each room. Decoration: designing of wall-paper; weaving of carpets; pictures, flowers, etc. Making of furniture, utensils, and dishes. Visit to buildings under construction and to lumber yards and saw-mills.

2. Life of the fireman. Visit to stations. Dramatization of the incidents in firemen's lives.

3. Making of a doll theater and accessories, such as dolls, curtains, and scenery, to be used for the acting out of stories dramatized by the children.

4. Weaving and sewing. Making of necessary articles and decorations for room. Making of loom. Visit to shops, museums, and industrial plants.

5. Making of pottery. Marbles, dishes, vases. Original designs. Visit to ceramic rooms and shops for chinaware.

6. Cooking, baking, preserving, making of butter and cheese. Children will prepare and serve luncheons. Visit to grocery stores, bakeries, and certain departments of the stock-yards.

7. Care of domestic animals, such as cows, chickens, etc. Visit to farm. Study of cattle ranch.

8. Making and care of garden. Visit to farm during the different seasons. Study of the work of the farmer throughout the year. Making of garden implements, wood and metal. Visit to blacksmith shop, foundry, and factories.

9. Making of play boats. Occupations and life characteristic of the lake-shore (seashore). Visit to life-saving station and lighthouse. Visit to the Chicago harbor, and vessels loading and unloading. The fire-boats.

10. How the city is supplied with water. Visit to the waterworks. Story of the building of the tunnels and the cribs. Primitive ways of obtaining drinking water in Chicago.

11. Printing and bookbinding. Visits to printing establishments.

STORIES.

1. Stories of industry, occupations, and invention: Stories of the lumberman's life. Story of fireman. *Luca Della Robbia*. *Palissy the Potter* (Lamartine). Stories of travel (Nansen). Stories of sailor's life.

2. Story of primitive people: Eskimos—story of *Agoonack* (Jane Andrews). Indians—story of *Hiawatha* (Longfellow). Stories of shepherd life—*The Great Chief*, *Old Stories of the East* (Baldwin).

3. Stories of children of today: *Viggo*, *Beate* (Jörgen Moe).

4. Stories of children of other lands and of long ago: The Norse boy. The Greek boy. Stories of chivalry.

5. Stories for particular occasions: Thanksgiving stories. Christmas stories. Story of the lives of Lincoln and Washington. Decoration Day.

6. Fairy-stories and myths: *The Pig That Set up House in the Woods*. *Billy-Goats Gruff*. *Peter, Paul, and Espen*. *Land East of the Sun and West of the Moon*. Norse myths: *Thor's Journey to Jotunheim*; Balder; *The Work of the Dwarfs*. Greek myths: Apollo; Athena; stories from the *Odyssey*; heroic tales.

DISCUSSION OF POINTS CONCERNING STORIES.

1. Why should fairy-stories and myths have a place in school? Origin of stories.

2. Criterion for the selection of stories.

3. Criticism of modern made-up stories.

4. Ideals and ideas of the fairy-story.
5. Adaptation of fairy-stories and arrangement as to stages of child-development.
6. Misconceptions: (a) Cultivation of imagination as motive for telling stories. (b) The fairy-story as a moral tonic. (c) Enmity between science and fairy-stories. (d) Lessons in science disguised as fairy-stories. (e) Correlation of science work and myths. (f) Premature interpretation of story.
7. Methods of presentation: telling, reading, dramatization, drawing, writing. Stories told and dramatized.
8. Suggestive list of stories and books for children.

REFERENCES FOR TEACHERS.

Parker, *Talks on Pedagogics*; Dewey, *The School and Society*; Rice, *Course of Study in History and Literature*; Starr, *Some First Steps in Human Progress*; Mason, *Origins of Invention*; Tylor, *Primitive Culture*; Morgan, *Houses and Homelife*; Marsden, *Cotton Spinning, Cotton Weaving*, pp. 9-55; Nadaillac, *Stories of Industry*; Yeats, *Commerce and Industries*; Murché, *Science Reader*; Bulfinch, *Mythology*; Anderson, *Norse Mythology*; Cox, *Mythology of Aryan Nations*; Ruskin, *Queen of the Air*; Carlyle, *Heroes and Hero-Worshippers*; Hawthorne, *Wonder-Book, Tanglewood Tales*; Baldwin, *Old Greek Stories, Old Stories of the East*; Farnell, *Cult of Greek States*; Asbjørnsen, *Fairy Tales*; Grimm, *Fairy Tales*; Andersen, *Fairy Tales*.

SYLLABUS OF A COURSE OF LESSONS IN HISTORY AND LITERATURE FOR THE ELEMENTARY SCHOOLS. (FOR TEACHERS OF THE HIGHER GRADES.)

EMILY J. RICE.

In the plan outlined for the first three grades, the study of society is chiefly from the standpoint of its present condition rather than its evolution. The emphasis is placed upon social work, and only such historic material is introduced as helps the children to appreciate the value of their own efforts. The outline for the upper grades will follow the same lines of work as have been indicated for the lower ones. The children should continue the constructive activities, since by these activities they are entering into race-experiences. They should also learn, gradually, the relation of their own work to the work of the world, past and present, and to the evolution of social institutions. It is the special service of history to give an appreciation of social life. In these grades the children are able to trace from the primary necessities of man his social, industrial, and

political progress. Each year they gain in power to relate their own social activities to a wider circle of human experiences. The social and industrial phases of history are the center of the work throughout the course, but in the higher grades it is possible to give more attention to the political aspect of society.

The same arts are studied as in the primary grades, to the end that they may be carried to a higher degree of perfection. It is thought best to emphasize some one of these arts in each grade, not to the exclusion of the others, but to secure greater thoroughness in the work. The outline of the course of study is not arranged by grades. Certain phases of art with related history are suggested and placed in an order which seems to meet the circumstances of our own school. The plan admits of a variety of arrangements of the subject-matter to meet the conditions of different localities.

TOPICS FOR DISCUSSION.

Relation of history to present social conditions. Relation of the school to the community. School organization and social work.

Interest of the children in the growth of industries and inventions. Occupations that may be represented in school. Relation of historic material to these occupations.

Adaptation of subject-matter to experiences of children of different grades. Interest of children in social and political institutions. Practical work in investigating local conditions.

Outline of course of study. Relation of American and European history in the course of study.

Analysis of methods of teaching history. Correlation of history and other subjects of the curriculum: science, geography, literature, sociology, art.

Expression in constructive work, drawing, painting, clay modeling, and dramatization.

REFERENCES: *The Study of History in Schools*, Report of the Committee of Seven (Macmillan); Mary Sheldon Barnes, *Studies in Historical Method*; Mace, *Method in History*; Hinsdale, *How to Study and Teach History*; Parker, *Talks on Pedagogics*; Dewey, *School and Society*; University of Chicago, *Elementary School Record*; Rice, *Course of Study in History and Literature*; Chicago Institute, COURSE OF STUDY.

OUTLINE OF COURSE OF STUDY.

I. *Metal-work*.—Gardening. Making utensils and tools. Visit to foundries. Visit to shops and buildings to see the results of the iron industry.

The development of tools and implements through the primitive stages of invention. Typical regions and industries of the city. The growth of the city, its settlement and early history. Foreign countries from which the citizens have come; their industries and arts.

REFERENCES: Mason, *Origin of Invention*; Joly, *Man before Metals*; Butterworth, *Industrial Arts*; Hale, *Stories of Invention*; Parton, *Captains of Industry*; Hubert, *Inventors*; Smiles, *Industrial Biography, Ironworkers and Toolmakers*; Smiles, *Men of Invention and Industry*; Parkman, *La Salle and the Great West*; The Fergus Papers; Hull House Maps and Papers; Mrs. Kinzie, *Wau-bun*; Catherwood, *Story of Tonty and Heroes of the Middle West*; Roosevelt, episodes from *Winning of the West*; Kirkland, *History of Chicago*; Andreas, *History of Cook County*; Ford, *History of Chicago*; Moses, *History of Chicago*.

II. *The textile industry*.—Sewing, spinning, and weaving. Materials: flax, hemp, wool, cotton, silk. The process of cloth manufacture by primitive methods. Stories of inventions. The factory system.

The household industries of our colonial forefathers, especially the textile industry. A Virginia plantation, a New England farm and village, a Dutch home. Physiographic features that influenced the colonists in different regions. Occupations developed. Stories of the pioneers.

Effects of economic life upon social life and government. The town-meeting. Relation of the historic study of the town-meeting to the school organization. Movement of the pioneers toward the West. Influence of physiography upon routes of travel. Conflict of colonial claims to territory.

The story element in history. The relation of biography to the study of society. Literature of colonial times.

REFERENCES: Figuiet, *Primitive Man*; Mason, *Woman's Share in Primitive Culture*; Marsden, *Cotton Spinning and Cotton Weaving*; Weeden, *Economic and Social History of New England*; Bruce, *Economic History of Virginia in the Seventeenth Century*; Alice Morse Earle, *House Life in Colonial Days*, and *Children of Colonial Days*; Doyle, *English Colonies in America*; Lodge, *English Colonies in America*, Eggleston, *The Beginners of a Nation*; Fiske, *Old Virginia and Her Neighbors*, McMurtry, *Pioneer History Stories*; Nina Moore Tiffany, *Pilgrims and Puritans*; Hart, *American History Told by Contemporaries*, and *Source Book*; Channing and Hart, *American History Leaflets*; Old South Leaflets; Caldwell, *A Survey of American History*.

III. *Pottery and clay modeling*.—Making, decorating, and glazing of pottery. Making and casting in plaster of statuettes and bas-reliefs. The development of the art of pottery. The development of sculpture. Greek pottery and sculpture. Athens in the time of Pericles; its architecture. Inquiry into the causes of the growth of the city. Influence of the geography of Greece upon its history. Comparison of Athenian and Spartan ideals. The rise of Greek sculpture. The *Iliad* and *Odyssey*. The art of the Homeric age. Athens as a typical study in European history. Order of topics for presentation. Place of Roman history in the course of study.

REFERENCES: Binns, *The Story of the Potter*; Waldstein, *The Art of Phidias*, Gardner, *Handbook of Greek Sculpture*; Tarbell, *History of Greek Art*; Menatt, *The Mycenæan Age*; Plutarch's *Lives*; Herodotus; Busolt, *History of Greece*; Grote, *History of Greece*; Curtius, *History of Greece*; Farnell, *Cult of Greek States*; Cook, *Story of Ulysses*; *Odysseus, the Hero of Ithaca* (edited by Madame Ragozin and M. E. Burt); Baldwin, *Old Greek Stories*; Andrews, *The Ten Boys on the Road from Long Ago to Now*.

IV. *Bookbinding and printing*.—Binding books and using printing press. The invention of printing and the growth of the art. Papyrus and parchment rolls. The illuminated manuscript. Embroidery. Tapestry.

The mediæval city. Florentine and Venetian art. Influences that developed the art of the Renaissance and made beautiful cities possible. Relation of art study to the children's hand-work. The guilds of the Middle Ages. The crusades. Search for the Indies. The mariner's compass and other inventions that improved the art of navigation. The Portuguese voyages. The discovery of America. The feudal system and chivalry. Illustrative literature for children's study.

REFERENCES: Bunbury, *History of Ancient Geography*; Tozer, *History of Ancient Geography*; Payne, *History of America*, Vol. I; Fiske, *Discovery of America*, Vol. I; Winsor, *Narrative and Critical History of America*, and *Columbus*; Michaud, *The Crusades*; Symonds, *The Renaissance in Italy*; Kugler, *History of Italian Painters*; Mrs. Oliphant, *Makers of Florence*; Radcliffe, *Schools and Masters of Painting*; Vasari, *Lives of the Painters*; Green, *Short History of the English People*.

V. *Building of an ideal city*.—Woodwork. Mechanical drawing. Practical work in investigating social and political conditions of city; as, streets and transportation, shops and factories, water supply and drainage, parks and playgrounds, architecture and building laws, structure and functions of government. Use of current history.

Local history: exploration; pioneers; growth of village; settlement of surrounding country; effects of the physiography of the region upon its history; modes of travel and transportation; growth of city; foreign colonies; congested districts; typical industries; governmental organization; functions of government; improvement associations; ideal conditions. Relation of the city to the state and nation.

Movement of the American people westward. Physiographic conditions that have affected the movement. Changes in modes of transportation. Development of the factory system of industry. The cotton industry. The wheat industry. Political results of economic changes. Effects of the modern industrial system upon social life.

REFERENCES: Wright, *Industrial Evolution of the United States*; Hobson, *The Evolution of Modern Capitalism: A Study of Modern Machine Production*; Thurston, *Economics and Industrial History*; Hammond, *The Cotton Industry*.

Roosevelt, *Winning of the West*; Turner, *The Significance of the Frontier in American History*, Annual Report of the American Historical Society, 1893, and also

The Fifth Year Book of the National Herbart Society, 1899; Schouler, *History of the United States*; McMaster, *History of the United States*; Stedman and Hutchinson, *Library of American Literature*.

GEOGRAPHY.

ZONIA BABER.

A STUDY of Chicago and its environs will form the starting-point for the work in geography. It will be treated as a type region, and this outline may be applied in general to any district.

Excursions will be made to the Chicago harbor, crib, and lighthouse. Certain commercial activities will be noted about the harbor, and the source of the city's water supply will be studied at the crib. A trip through the Chicago river and the drainage canal to Lockport will afford an opportunity for studying the industrial and commercial activity of the region, a mode of disposition of the sewerage of a large city, and the condition and formation of the Desplaines river valley through which the canal passes. An excursion to Dune Park will afford an opportunity of studying wind as a surface-shaping agent, and the resultant consequences in relation to shore phenomena. A third excursion to the north shore will illustrate stream action and certain glacial phenomena, while a trip to Stony Island will emphasize other aspects of glacier work, and of rock formation.

Trips to the Field Columbian Museum will be made for the study of illustrative material.

In tracing to the sources the material conditions which have contributed largely to the development of this city, we shall make a special study of North America and Eurasia. Drawing, modeling, photographs, stereopticon pictures, maps, and museum material will be employed constantly in the work.

I. INFLUENCE OF THE STUDY OF GEOGRAPHY.

1. *Culture aspect*.—(a) Breadth of outlook. (b) Intellectual training. (c) Æsthetic training. (d) Moral influence.
2. *Utility consideration*.—(a) In commerce. (b) In war. (c) In migration. (d) Establishment of new enterprises.